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The American Observer

A free, virtuous, and enlightened people must know well the great principles and causes on which their happiness depends. — James Monroe

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OCTOBER 10, 1938

Vocational Training Planned by Schools

Ways Sought to Make Education More Responsive to Students' Need for Jobs

NEW YORK PROGRAM BEGUN

Follows Recommendation That High Schools Undertake Direct Job Training for Students

When the school season began in New York City this fall, a new and highly important educational experiment was launched with the opening of three special schools to emphasize the vocational guidance and training aspects of education. In Brooklyn a High School of Automotive Trades opened its doors to 2,500 young men who will go through a four-year course, the main purpose of which will be to train them in all branches of the automobile industry, from fixing flat tires to managing a showroom. At the same time, the Food Trades High School was opened in New York City proper to train young people in all branches of the food industry, from carving beef to running a grocery store. Up in the Bronx, a third special high school with a strong vocational stamp was opened to give training in the various sciences.

Practical Training

The opening of these high schools marks a definite departure from the old conventional methods of secondary education. Here the young people will actually start the training which will serve them in good stead when they leave the school in quest of employment. The automotive high school, for example, occupies the equivalent of two city blocks and is actually a model automobile plant. Half a million dollars' worth of machinery has been installed. There are 26 shops to be used as laboratories in which the young men can work. All types of work will be taught. There will be classes in the repairing of fenders, radiators; classes in engine trouble and all the mechanical aspects of the business. Special courses will be given to those who wish to enter the administrative or salesmanship branch of the industry. By the time the four-year course is completed, the graduates should be prepared to enter jobs as experts in the particular field they have chosen.

The same technique is applied in the Food Trades High School. This year there are facilities for only 300 students, 80 per cent of whom are boys. Model stores have been set up to duplicate the conditions which exist in real business. As a matter of fact, they are real stores, for the students will sell their wares to other students and to teachers, though not to the general public as there is no desire to compete with private business. The most efficient and up-to-date methods of management are to be taught to the students. Those who take the courses will receive training in every branch of the food trades. They will receive experience as salesmen, buyers, clerks, delivery persons, and even customers. Young people will learn how to become butchers and bakers and restaurant hostesses and managers. They will learn the technical aspects of the work by actually performing it. The butchers will have meat to cut and the bakers pies and cakes to bake and the restaurant workers meals to prepare.

It is not intended, however, that the rule (Concluded on page 8)



WINGS OVER EUROPE

TALBURN IN WASHINGTON NEWS

What Employers Require

"Recently eight or ten personnel executives in different types of business were asked to state the qualities they sought in young men and women entering on mechanical or clerical work, often directly from high school," says Donald S. Bridgman, who is himself a member of the personnel department in a large corporation, in the Autumn number of *The Yale Review*. These business executives listed the following qualities as the ones which they considered most important: "First, good work habits, dependability, and the ability to get on with their fellows. Second, real command of the basic academic skills, the use of our language, and mathematical accuracy. Third, some understanding of their own abilities and interests with relation to broad areas of work, recognition of the value of all sorts of honest work, whether manual or mental, and readiness to enter upon that for which they are best fitted. Finally, familiarity with the tools used in the work to be undertaken and with the atmosphere of shop or office, and a thorough grounding in the methods necessary for the development of some definite skill." Commenting upon this list, Mr. Bridgman says, "It is clear that the simple qualities of character listed first are considered to be most important of all. Without good habits of work, particularly the habit of carrying a task through, there must be inefficiency, and stability on the job is most unlikely. The man or woman who is disliked or who shows dislike for others is a constant source of friction and lowered morale. On the other hand, the possession of these positive qualities is strong evidence of past and probably future ability to adjust to one's environment and to play a constructive role in it."

Such is the view of practical businessmen whose responsibility it is to hire young men and women. These business executives believe that character and personality are of first importance to one who wishes to succeed at a job. This is not the occasional view of employers. It is the universal testimony. If a young man or woman lacks skill in some particular trade he may acquire it, but if he lacks character his case is hopeless. No one will voluntarily employ a man or woman who is deficient in the qualities of honesty and dependability and in the spirit of cooperation. Since this is true, it is highly important that each student should determine, along with his work of intellectual training, to develop the habits of character which will win for him the respect of others and which will merit their approval.

Effects of Munich Agreement Studied

Whole European Balance Altered as a Result of Settlement of Czechoslovak Issue

GERMAN POWER INCREASES

But Ambitions May Not Extend to Seeking More Territory. General Appeasement Sought

The peace conference held on September 30 and attended by Chancellor Hitler of Germany, Premier Mussolini of Italy, Premier Daladier of France, and Prime Minister Chamberlain of Great Britain, was one of the most important events of human history, and its consequences will be discussed and debated for months and years to come. It was a new thing in history, this conference which assembled to write a treaty of peace before the war instead of after it. The great powers had mobilized, had sent their men, their great guns, their tanks, and other implements of war to the front. Soldiers faced each other along the lines of battle. Great fleets of airplanes were poised for flight. Then the governments involved did what ordinarily they do only after they have tested their strength on the fields of carnage. They sized up their own strength and that of their opponents. Each decided what it could do and what it could not do, and on the basis of these stern realities the heads of the governments wrote a treaty of peace.

Effects of Settlement

But all that is history, even if very recent history. The questions for today and tomorrow are these: What will be the effects of the treaty? Was it an achievement of human wisdom or a great mistake? Will it conserve peace for years to come, or will it lead only to a more frightful war after a while? These questions cannot be answered with certainty today, for no man knows what will happen during the coming months and years. We can only speculate; consider the consequences which seem most probable.

The agreement is not one which can be viewed with enthusiasm by the democratic nations. On its face it looks like a sweeping victory for Hitler and the Germans. It is not a complete victory, but it certainly gives the Germans nearly everything that they have been demanding. It gives them the areas in Czechoslovakia which are peopled chiefly by Germans. It will probably add at least two and one-half millions to the German population. It gives Germany a large measure of control over the rest of Czechoslovakia. The Czechs lose their independence in all but name. They are still free to govern themselves, of course, and that is very important, but they will be compelled to follow German wishes in matters of international policy. They will be obliged to depend upon Germany for their markets. This means that Germany will have access to their raw materials and will be in a position to control the production of their great Skoda arms factory, and to goods of many kinds which the Germans need. This will strengthen Germany immeasurably, and will render her better able to carry on a foreign war, for it will give her needed resources.

It must be remembered further that all the people living in the Sudeten regions, which will go to Germany, are not Germans. Scattered among the German com-



GERMANY HAS GROWN LARGER AND MORE POWERFUL SINCE HITLER TOOK THE HELM IN 1933

munities there are Czech villages. These will be under German control. There are Jews living in this region. They will now suffer the consequences of being ruled by Germany. We may expect heartless persecutions of Czechs and more especially Jews, persecutions unworthy of any civilized nation.

Anglo-British Accord

Not only was there an agreement at the Munich conference that Czechoslovakia should be dismembered, but there was an agreement signed by Chancellor Hitler for Germany and Prime Minister Chamberlain for Great Britain declaring that the British and Germans will never go to war with each other, but will settle all differences peaceably.

These two agreements or treaties which came out of the Munich conference seem to indicate that there is an understanding among the French, British, Italians, and Germans that these four powers are in agreement not to wage war against each other in western Europe. In return, the Germans apparently are given a free hand to extend their influence into central, southern, and eastern Europe. This is what Hitler has wanted. He has been anxious to come to terms with France and Great Britain so that he might turn against Russia. He has been anxious to isolate Russia to deprive her of French and British support. It has been his purpose to expand to the southward and eastward, and he has been willing to allow the frontiers to the west to stand unchallenged if only he were given a free hand in the other direction. He has no quarrel with the British and French so long as they do not interfere with his efforts to realize the old, old dream of German expansion in middle Europe and on toward Russia (see page 6).

An Old Dream

One must be very cautious about jumping to conclusions concerning the agreements made at Munich and their meaning. There are reasons to believe, however, that the French and British governments are now willing to cut loose from Russia, to wash their hands of eastern and central Europe in return for assurance of peace and nonaggression in western Europe. Even if such is the intention of Chamberlain and Daladier, however, it is not certain that a policy of this kind will be followed permanently by the British and French people. In each country the people are divided on the policy. Some of them are willing to follow the course which apparently has been decided upon by Chamberlain and Daladier, while others insist that the western democracies should remain distrustful of Germany, that they should try to keep her from expanding in any direction so that she might become too powerful, and that the western democracies should maintain a close association with Russia.

If Germany has been given a free hand to expand to the southward and eastward, if the British and French have decided no

longer to oppose such expansion, this means that the dream of the Kaiser has been realized. It means that the objectives for which the Germans fought the World War have been achieved. It means that the Allies, though victorious in the World War, have now lost all the fruits of that victory. It means that the World War itself, from the standpoint of the British and the French, was a ghastly mistake.

If the British and the French had decided in 1914 not to check Germany in her efforts to extend her influence over middle Europe, if they had decided to allow her to dominate all the territory from "Berlin to Bagdad," Germany under the Kaiser would have gone on extending her power through central Europe. She would



MUSSOLINI AND DALADIER

have become a mighty nation, probably invincible in war, but her influence over the regions she dominated would have been a milder and more humane one than are the influences of Germany under Hitler. The Kaiser's Germany had many elements of democracy. There was freedom of speech and press. Parties which opposed the government could elect representatives to the Reichstag. There was religious and academic freedom. There were no persecutions of the Jews, no attempts to subject Catholic and Lutheran churches to control by the state.

If, now, the hard, ruthless government of Adolf Hitler is to extend its power over the regions which the Germany of the Kaiser sought to dominate, the verdict of history will be that the democratic nations, by fighting the World War, paved the way for conditions far worse than those which would have resulted had the war not been fought.

The Brighter Side

Thus far, we have been presenting the darker side of the picture; that is, the side which appears dark to the democracies in Europe and to the American people. We have been speaking of those aspects of the agreement which are particularly favorable to Germany. That, however, is not the whole story of the conference and its effects. While it appears certain that the British and French are willing to grant to Germany a far freer hand in central Europe than they have been willing to grant in the past, the results of the conference show that there are limits of aggression beyond which Germany cannot go without meeting the British, French, and Rus-

sians in war. Adolf Hitler must feel that he did not have a clear-cut and sweeping victory, but that instead he was forced to compromise. The British, French, and Russians let him know that if he insisted on conquering Czechoslovakia by brute force and without negotiation, they would fight. He had done a number of things, such as seizing Austria, without stirring them to the point of war, but when he threatened to invade Czechoslovakia, taking sections of territory not chiefly inhabited by Germans, the British and French mobilized and prepared to strike at once. It is quite likely that Hitler will be compelled to remember this whenever in the future he may plan aggression which is too barefaced or wanton. If this can be accomplished, Europe may truly embark upon a period of general appeasement.

Furthermore, Hitler saw fit to say definitely that Germany did not wish to take any other territory in Europe. Now Chancellor Hitler's word cannot be taken at face value. It has been broken a good many times. However, there is some gain in his public declaration that he will not make further aggressions. A statement of this kind, announced as it was to the German people themselves, will tend to quiet agitations among the Germans for new blocks of territory. It will be harder now for Germany to seize territory since public declaration has been made that she will not do so.

A Stronger Germany

Probably instead of actually seizing territory to the southward and eastward, the Germans will try to accomplish what is called peaceful penetration in these regions. They will undertake to form alliances with the smaller neighboring states. They will make treaties with these nations which will break down tariff barriers and will tend to encourage trade between these countries and Germany. In this way, Germany will gain access to the foods and raw materials which she needs. She may achieve these results without the necessity of going to war.

Such peaceful expansion will make Germany stronger. Probably it will make her people more prosperous, and if this is accomplished the Germans may become more peaceful. This is not a certainty, but it is certainly a possibility. One reason why they have been so militant and warlike lately has been the fact that they have felt bottled up, that they have known that they were a poor people without resources enough to carry on a long war. They have felt that they were not independent economically. If they gain access to more materials so that they have a greater feeling of independence, there will be less incentive for them to follow a wild, ruthless, militant leadership. Well-informed observers of conditions in Germany, such as Frederick T. Birchall, German correspondent to the *New York Times*, believe that the German policy may be softened as Germany expands her influence and comes to have a greater feeling of security and in-

dependence than she has had since the war.

There are then two very definite possibilities for the future of German policy. Hitler, drunk with power and impressed by the idea that Britain and France will not oppose him in his conquest to the eastward and southward, may move on ruthlessly, expanding by force, persecuting subject peoples, adding to the power of Germany until she becomes absolutely dominant in Europe, and then using the great power of the Reich with such arrogance as to force the democracies into war. If this should happen, the war, when it comes, will probably find them less able to cope with Germany than they are now. In that case the Munich agreement will turn out, in the eyes of future historians, to have been a tragic error.

On the other hand, there is the possibility that Germany may expand peacefully and without actually conquering more territory, that she may become softened as she joins the ranks of the satisfied powers, and that, even though stronger than Great Britain and France, she will not attack them. In that case, the British, French, and the other nations of Europe may live on friendly terms with Germany and the peace of Europe may be conserved for many years to come. This is one of the hopes of the Munich accord.

Still a Question

The *New York Times* says quite truly that "No man is wise enough to know whether too high a price has been paid for peace." The *Times* then goes on to show what tragic consequences would have followed certainly and immediately if the nations, instead of making the best terms of peace they could obtain, had gone to war with Germany. The editorial in the *Times* makes this comment:

"Let no man say that too high a price has been paid for peace in Europe until he has searched his soul and found himself willing to risk in war the lives of those who are nearest and dearest to him. Let no man say that it would have been better to resist, and to fight it out, 'now rather than later,' unless he himself would have given the order that would have sent young men marching into the dreary hell of war. Let no man say that the statesmen of Britain and France were out-traded in the bargain they have struck, until he has attempted to add the total of the price they might have had to pay for any other settlement than the one which they have taken—the price in death and destruction spread across the face of Europe; in whole cities laid waste by high explosives and seared with poison gas; in broken and mangled bodies of women and their children; in the unleashing of passion and hatred; in the tremendous strain which modern war imposes on the resources of all nations, victors as well as vanquished; in the risks it holds for the kind of civilization we enjoy; perhaps in the complete collapse of that civilization over a large part of Europe."



HITLER AND CHAMBERLAIN

AROUND THE WORLD



LOOKING BACKWARD

The disturbed atmosphere in the Sudeten areas of Czechoslovakia caused many inhabitants to leave for places of greater safety.

Spain: It was over 100 years ago that the Duke of Wellington reflected that "there is no country in Europe in the affairs of which foreigners can interfere with so little advantage as Spain." Another historical figure, Benito Mussolini, seems to have reached that same somber conclusion recently. The Italian premier's thoughts were prompted by insurgent General Francisco Franco's assurances to France that in event of a European war over the Czech crisis he would remain neutral and make no move to attack France from the rear. Since Franco is the supreme head of the insurgent forces in Spain to whom Mussolini has for two years been sending troops, munitions, technicians, and countless aircraft, apparently with the understanding that when and if the Spanish loyalists were defeated, Franco would become a close ally of Italy, Mussolini was reportedly greatly upset on receipt of the news.

He very promptly began withdrawing equipment both from insurgent Spain and from the Balearic Islands. In the meantime, loyalist officials were preparing to remove all foreign volunteers on the loyalist front and send them home. Premier Juan Negrin announced this officially to the League of Nations three weeks ago, and invited the League to watch execution of his project in order that there should be no misunderstanding as to how many had gone.

Thus for the first time in two years it seems at least possible that the troublesome question of foreigners fighting in Spain may be settled. There are estimated to be 10,000 foreigners in loyalist ranks, and about 50,000 in Franco's armies. Removal of all of them would tend to favor the loyalists, although to what degree is uncertain.

England: In support of his arguments on the Czech crisis delivered before the House of Commons recently, British Prime Minister Neville Chamberlain referred to the official "white paper" that contained copies of documents, tracing progress of the negotiations. This white paper calls to mind the numerous such papers and books made public by belligerent powers shortly after the outbreak of the World War. Great Britain produced a Blue Book, Serbia another Blue Book, France a Yellow Book, Austria a Red Book, Russia an Orange Book, and so on until most of the colors of the rainbow were represented in the deluge of official explanations of what had happened.

The titles refer only to the color of the pamphlet covers, and have no further significance. Documents included in these official pamphlets are always very carefully edited, many important ones are omitted entirely, or in part, others are cut up so that meanings are distorted, and the whole effect generally is to give one side of a question and justify a course of action rather than to present an objective picture.

Norway: Although often thought of as a land of fjords, forests, and wintry weather, and although it contains fewer people than the city of Chicago, Norway ranks very high among the maritime powers of the world. There is hardly a port on the globe that is not very familiar with the flag of Norway—a blue St. George's cross on the red field, flown at the stern of the usually rusty but stolid freighters of the Norwegian merchant marine.

Up until the World War, when some 800 of her ships were destroyed by German submarines and British mines, Norway ranked fourth among the world's shipping powers. Today, with more than 4,000 ships, she ranks sixth. Last month another famous Norwegian fleet steamed south from Norway toward the Antarctic—the whaling fleet manned by 7,000 men who will carry the Norwegian flag to the opposite ends of the earth. In normal years these sailors catch some 15,000 whales, or more than two to each man. Thus it is

that Norway, balked by her mountains and stony soil—of which as much as 96 per cent is not suitable for cultivation—continues to turn away from the land toward the sea and to the traditions of her Viking forebears.

Poland: Quickly taking advantage of Czechoslovakia's helplessness in the face of overwhelming adversity last week, Poland demanded cession of Teschen, a corner of the former province of Polish Silesia included in Czechoslovakia at the close of the World War. The reason given for these demands for surrender of this small piece of territory (only 320 miles square) was that of a large Polish majority constituting nearly 70 per cent of the population. The Poles claimed that under the principle of self-determination, these people should come once again under Polish rule. More important, although not mentioned, were economic considerations, involving Teschen's rich deposits of gas, coal, and coke, and the strategic position across the Oderberg Railway on the corner where Czechoslovakia, Germany, and Poland meet. To the Polish demands there was little Czechoslovakia could do but yield and allow Polish troops to march into the region.

This is not the first time that Teschen has been the center of international dispute. As far back as the ninth century Bohemian and Polish kings were fighting over it, and they have done so at various times ever since. Directly after the World War, the Czechs annexed it by force while the Polish army was away fighting in Russia. A number of attempts to settle conflicting Polish and Czech claims subsequently failed, and the district remained in Czechoslovakia until last week.

Soviet Union: There is one man in Europe other than President Benes of Czechoslovakia to whom the result of the Munich conference comes as a great personal tragedy. He is Soviet Commissar of Foreign Affairs, Maxim Litvinov. For years Litvinov has urged upon Soviet officials the idea that Russia, England, and France standing together could act as a great force for world peace, and he pressed this belief against considerable opposition in Moscow from other factions which wanted an understanding with Hitler. But Litvinov did not trust the Nazis and believed an alliance with them would be dangerous. He believed that England and France would live up to their solemn promises, and he believed also in collective security. Several times he found his position precarious as his efforts seemed doomed to

failure, but each time he narrowly escaped. Today, however, the whole structure of collective security lies hopelessly in ruins at his feet.

What then of Litvinov himself? He was in Geneva during the Munich conference and as we go to press is on his way back to Moscow. What, indeed, will await him there, a man who guessed wrong in a land where such mistakes all too often mean a firing squad? Even among his enemies, Litvinov is regarded as one of the shrewdest diplomats alive today. His experience as an early revolutionary, as a soldier in the World War, and as Soviet ambassador to England, have trained him well for one of the hardest tasks any individuals have undertaken in our times—that of bringing Russia back into the family of nations as a well-behaved power. This he did in the face of powerful opposition both from anticommunists throughout the world and from anticapitalists within the Soviet Union.



MAXIM LITVINOV

Litvinov is surely one of the most hard-working men alive. He not only directs foreign affairs from Moscow, but travels all over the world himself, taking very little time for sleep, and practically none for recreation. His loss would mean the loss of Russia on the side of France and England. In some quarters it is believed that England may offer Russia an alliance to offset the defeat in Munich. Such might be enough to save Litvinov and his policy. Otherwise there is real danger that Russia will remove Litvinov and try to reach an understanding with Hitler.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, ETC., REQUIRED BY THE ACT OF CONGRESS OF MARCH 3, 1933, OF THE AMERICAN OBSERVER, PUBLISHED WEEKLY THROUGHOUT THE YEAR (EXCEPT TWO ISSUES IN DECEMBER AND THREE ISSUES FROM THE MIDDLE OF AUGUST TO THE FIRST ISSUE IN SEPTEMBER), AT WASHINGTON, D. C., FOR SEPTEMBER 29, 1938.

Before me, a Notary Public in and for the District of Columbia, personally appeared Walter E. Myer, who, having been duly sworn according to law, deposes and says that he is the Editor of THE AMERICAN OBSERVER, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to wit:

1. That the names and addresses of the publisher, editor, and business manager are: Publisher, Civic Education Service, 744 Jackson Place, Washington, D. C.; Editor, Walter E. Myer, 744 Jackson Place, Washington, D. C.; Business Manager, Ruth G. Myer, 744 Jackson Place, Washington, D. C.

2. That the owners are Walter E. Myer, 744 Jackson Place, Washington, D. C.; and Ruth G. Myer, 744 Jackson Place, Washington, D. C.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of the total amount of bonds, mortgages, or other securities are: none.

WALTER E. MYER, Editor

Sworn to and subscribed before me this 29th day of September 1938.

Julian E. Caraballo

Notary Public, District of Columbia.

My Commission expires February 15, 1942.

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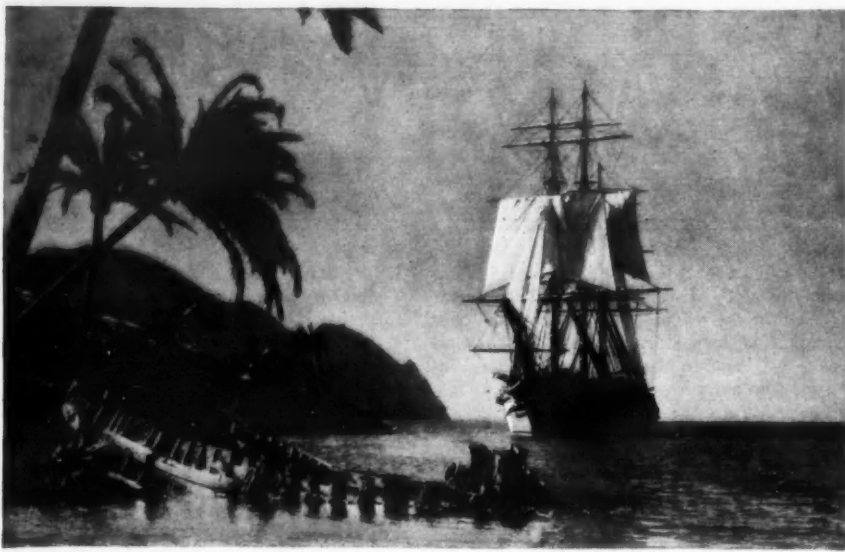
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NORWEGIAN TRAVEL INFORMATION OFFICE
NORWAY HAS ONE OF THE MOST IMPORTANT SHIPPING INDUSTRIES IN EUROPE



SCHOOL FOR SEAMEN

COURTESY PAN AMERICAN AIRWAYS

The government has purchased two schooners and will use them to train men in the ways of the sea.

War Scare

Radios all over the country were kept on far into the night during the last days of September. In lonely farmhouses on the prairies, in lumber camps deep in the forests, in city apartments and suburban homes, millions of anxious men and women stayed up past their bedtime to get the latest report from Prague, from Munich, from London and Paris and Berlin—to learn if Europe was to have peace or war.

America has never had such complete, first-hand, last-minute knowledge of events in Europe. The great radio networks brought the news of each incident a few minutes after it became known in Europe. They made it possible for America to hear Hitler, Chamberlain, Benes, Daladier, Mussolini, and the other important actors in the international drama. The radio hardly superseded the newspapers; rather it supplemented them, for after listening to the news broadcasts, most people turned to their papers for more complete details, and for the comments of editorial writers and columnists.

The whole country breathed a sigh of relief when it became evident that a general European war had been averted. There was sharp criticism of England and France, and much sympathy for Czechoslovakia, but nationwide rejoicing that the threat of war had been postponed, if not permanently removed. President Roosevelt was praised for his last-minute appeal to Adolf Hitler, even by such political opponents as Herbert Hoover and Alf Landon.

The war scare had its effects here. The New York stock market has not yet recovered from the bad attack of jitters which it experienced when prices jumped up and down with every turn of events in Europe. Passenger travel and shipping between the United States and Europe were completely upset. Two German liners, the *Europa* and the *Berlin*, were recalled to their ports after they were miles at sea. Other German ships all over the world were ordered home ahead of schedule; the German *Hansa* and *St. Louis* sailed from New York with no freight or passengers. Germany was taking no chances on having her ships caught in foreign ports, as many were when the World War broke. The English liner, *Aquitania*, was held at Southampton past its scheduled sailing time. Meanwhile, thousands of Americans in Europe besieged shipping offices, trying to arrange for transportation home, while ships sailing to Europe had hundreds of canceled reservations. The giant *Normandie* sailed with only 400 passengers—less than a third of its capacity. It will be several weeks before transatlantic shipping is back to normal.

New York Politics

One of the liveliest of the fall political campaigns is getting under way in New York. The "main event" in this battle of ballots is the governorship. The Republican candidate is young Thomas E. Dewey, whose racket-busting activities have brought him great popularity in the last few years. The Republicans believe Mr. Dewey will break the hold the Democrats have had on the governorship since 1922.

But he has a formidable opponent in Governor Herbert Lehman, who was persuaded by the New York Democrats to run for a third term. Governor Lehman wanted to run for one of the two Senate seats which New York must fill this year. But the Democratic leaders, fearing that no other candidate could defeat Mr. Dewey, practically drafted the governor. There is no question that he is a strong candidate. He has made an excellent record during his six years in Albany. He is popular with labor organizations; in fact, he has been endorsed by the strong American Labor party. Although the New Dealers in the Democratic party are supporting him, Governor Lehman is conservative enough to



READY FOR THE BATTLE

BERRYMAN IN WASHINGTON STAR

attract many votes which a strictly New Deal candidate would not get.

The Democrats are basing their campaign on the fact that Mr. Dewey is inexperienced in government. They praise his work as a district attorney (Governor Lehman gave him his start by a special appointment), but they point out that he has no record in the other fields in which a governor would be expected to show leadership. Just because he has obtained the conviction of a number of gangsters, they argue, is no reason for assuming that he would be a good governor. But the Republicans rely on Mr. Dewey's record as an energetic, conscientious public prosecutor to draw in the votes.

A Republican victory in New York would be a blow to the Democratic party. With the presidential election of 1940 looming so large on the political horizon, a defeat in a state as important as New York would be serious. That is why so much pressure was put on Governor Lehman to run again.

The veteran Senator Robert Wagner is running for reelection on the Democratic ticket, and seems fairly certain of winning. But there is a sharp fight in prospect over the Senate seat left vacant when Senator Copeland died last summer. His term has two years to run.

The elections will be decided largely on the personal popularity of the candidates. There

The Week in the

What the American People Are Doing

are virtually no issues between the parties. In regard to the platforms on which the candidates are running, the *New York Times* said recently:

In their general features the Democratic and the Republican State platforms seem almost like twins. Subtracting national policies and a few partisan digs, both are naturally and necessarily kind to agriculture, producer and consumer. . . . Reading the two documents, an intelligent foreigner might be puzzled to know why there are two parties in this state.

Railroad Labor

October 1 was an important day for the railroad industry. The railroads had ordered a 15-per-cent reduction in wages for all their employees, to go into effect that day. In protest against the wage cut, the 928,000 railroad workers had voted almost unanimously to strike on the same date. Yet when October 1 dawned, the trains were running as usual, and the employees were working at their former wage rate.

In Washington, however, three men met in the capital. They were the men appointed by President Roosevelt to study the facts in the proposed wage cut, and to make a report to him. According to the Railway Labor Act of 1926, neither the railroads nor their employees can take any action for 60 days, while the committee investigates the dispute and makes its report. So nothing will happen until December 1. By that time, it is thought, the railroads and their employees will have reached an agreement—one or both of them will be willing to make concessions, in the light of facts made public in the report and the reaction which they will arouse.

The three men picked by President Roosevelt to survey the wage squabble are Chief Justice Walter P. Stacy of the North Carolina Supreme Court, James M. Landis of the Harvard Law School, and Prof. Harry A. Millis of the University of Chicago. At present they are hearing testimony of witnesses and poring over charts and tables, in an effort to decide whether or not the railroads are justified in asking their workers to take the 15-per-cent reduction. Their task is a difficult one. The mass of evidence on each side of the question makes it possible for both the railroads and the labor unions to build up strong cases. The committee must decide which of these cases contains the most valid arguments. Its report, due in about three weeks, will have a vital bearing upon the final outcome of the dispute.

Sumner Welles

Just to the west of the White House on Pennsylvania Avenue stands the elaborate building which houses the Department of State. Lately the lights in the old building

have been burning until the small hours of the morning. During the day, messengers with pouches of official mail have been hurrying back and forth between the White House and the State Department, keeping the President informed as to what is happening in Europe. Conferences between the chief executive and his advisers in the State Department have been frequent.

One of the men whose counsel in such



SUMNER WELLES

Who is one of the most influential officials in the State Department.

conferences ranks high is Sumner Welles, the undersecretary of state. Although only 45 years old, Mr. Welles has a long and brilliant record in the foreign service. Diplomacy is his profession. He is a wealthy man; like President Roosevelt, he went to school at Groton and Harvard. In 1915 he entered the foreign service, and was sent to Tokyo as a secretary. Very soon he was shifted to Buenos Aires, however, and his interest has been chiefly in Latin America ever since. In a few years he was put in charge of the Latin American Division of the Department of State—one of the youngest men ever to hold such an important office—but he resigned to handle special missions in the Dominican Republic and Honduras for President Coolidge.

When President Roosevelt was elected, he immediately appointed Mr. Welles assistant secretary of state in charge of Latin American affairs. The United States was not very popular in Latin America. But much has been done in the last five years to overcome the resentment which many Latin American nations had for this country, and Mr. Welles has played a very important part in developing the "good neighbor" spirit.

Sumner Welles is a tall, broad-shouldered man, with a reputation for being one of the best-dressed men in Washington. When not at work, he spends most of his time on his Maryland country estate, riding, or reading history and biography. He is very reserved; he is not the type to be a successful politician, but he has proved himself invaluable in handling foreign affairs.

Training Seamen

Two sturdy square-rigged schooners were launched from European shipbuilding yards more than 50 years ago. They were the *Joseph Conrad* from Copenhagen and the *Tau-*



1 FARMERS AND INDUSTRIALISTS TRADE PLACES FOR A YEAR



2 FARMERS (RUNNING INDUSTRY) IMMEDIATELY INCREASE PRODUCTION FROM FORCE OF HABIT



3 INDUSTRIALISTS (RUNNING FARMS) IMMEDIATELY CURTAIL PRODUCTION BECAUSE GRAIN MARKET IS DOWN

SIMPLE SOLUTION TO

the United States

Doing, Saying, and Thinking

itala from Scotland. For many years they carried cargoes to ports all over the world. Then came a time when they were no longer able to compete with the larger, faster ships being built, and they were taken out of service.

Today those two ships, rigged out with new equipment, are anchored off Hoffman's Island in New York harbor. They are being used as training ships by the school for sailors



JAMES M. LANDIS

Who is a member of the President's railway mediation board.

which the United States Maritime Commission started this fall. In a few months, they may be sent on practice cruises to the west coast.

Last year the Maritime Commission studied the United States shipping industry and found that there are not enough trained seamen in this country. So it set up two training schools, one in New York and one in Oakland, California. A third is planned for the Gulf of Mexico, and an officers' school is to be established in Connecticut. Sailors are paid by the government while they go to school. Each "student" takes a three-month course; later, advanced courses will be offered to those who want to learn more about certain lines of work. The schools will train about 3,200 men each year. Those who enroll must be more than 21 years old, unemployed, and seamen with two years' experience.

Fish and a Dam

The salmon which use the Columbia River for their spawning ground have been the cause of considerable argument ever since the federal government announced its plans to build Bonneville Dam. The dam, claimed the irate fishermen, would stop the salmon from coming up the river; it would ruin their 10-million-dollar-a-year industry. The government answered their protests by providing two methods for the fish to get past the dam—a "ladder," which is a series of concrete pools built in stair-step fashion; and an elevator, a huge tank on a cable, which picks up the fish at the bottom of the dam and dumps them into the river above it.

The fishermen were not satisfied. They said that the fish would not use the artificial aids. Last spring, when the devices had their first test, the complaints were especially loud. The fish were not using the ladder or the elevator.

But the important salmon "run" is the one which takes place in the fall. A few days ago the federal government came out with a statement claiming that the ladder and the elevator are successful; 400,000 salmon have been counted going up the ladder alone. That, say the government officials, is proof enough that Bonneville Dam will not harm the salmon industry. Most of the fishermen seem to be satisfied, too; at least, the complaints have quieted down to a murmur.

Voice of Labor

The only radio station owned and operated by a labor organization is WCFL in Chicago, which calls itself "The Voice of Labor." The Chicago Federation of Labor owns the station, which has been in operation for 13 years.

About one-fifth of the station's time is given over to broadcasts dealing primarily with labor problems and activities, in which the Federation explains its policies to the public and tries to interest prospective members. But not all those programs could be classified as labor propaganda; some of them advertise picnics, dances, and other entertainments sponsored by labor groups. Aside from its labor broadcasts, station WCFL is operated much as any other station. Two-thirds of its broadcasting time is taken up by musical programs, and 15-minute news broadcasts are heard regularly five times a day. WCFL officials believe their news programs attract a great many listeners.

The Black Box

A hobby, if taken up by enough persons, can do much more than provide fun and recreation for them. It can put men to work, create a market for manufacturers' products, stimulate industry. In the current issue of *The Atlantic*, Manuel Komroff comments on the tremendous boost which the candid-camera craze has given to photography. Every amateur who crawls under a table or hides behind a bush to snap a picture has contributed to an industry which now amounts to 100 million dollars a year. Out of the interest in taking pictures, there have grown up 1,500 photo clubs, six times as many as there were five years ago; books and magazines on photography have popped up like mushrooms; a certain Photo Show in New York attracted 100,000 persons.

Germany, which is credited with making the best cameras in the world, has profited especially from the popularity of photography in the United States. In 1929 this country imported only \$645,000 worth of photographic material from Europe; last year, the total was almost four million, and Germany supplied a great deal of it. But American firms—manufacturers and retailers—have benefited most, of course.



5 CURTAILMENT OF CROPS ENDS SURPLUS PROBLEM, MAKING POSSIBLE NEW FARM PROSPERITY.



6 FARMERS AND INDUSTRIALISTS RETURN TO THEIR OLD JOBS, WHISTLING WHILE THEY WORK.



THE MODERN COVERED WAGON
(Illustrations from "Behold Our Land," by Russell Lord.)

New Books

SCIENCE is continually kindling a greater interest among all of us as it makes remarkable strides in discovering things that seem next to miraculous. Because it is so unceasingly on the march to make a different world, everyone has a difficult time in keeping abreast of the changes, their effect, and their ultimate importance. Consequently, there is an endless stream of books by men who are trying to bring our information up to date.



THE COVERED WAGON IN 1845
(From a cartoon by "Ding" Darling.)

Among those recently published, the following three stand out as especially worthwhile accomplishments, which make definite contributions to the layman's library on scientific matters.

THE first of these is Lancelot Hogben's truly remarkable survey, "Science for the Citizen" (New York: Knopf, \$5). This immense volume is an attempt to democratize the sciences, to bring them into a unified picture that is orderly and understandable to the average reader, and to establish the relation between scientific accomplishments and the social processes. Such a large order sounds both dry and impossible, but Professor Hogben fills it without stumbling and without boring his audience.

Science, he shows, has given the world the knowledge to ease our labors. Yet it has also made the discoveries that enable armies to fight more disastrous wars. Its benefits have made some men rich; other men rot in poverty in the same world. If science's forces are to be harnessed for everyone, if progress is to continue at a regular pace, all of us must understand the fundamental principles of research, he believes. With this idea in mind, he brings all the sciences into one picture. He considers the history of discoveries and inventions that have changed the course of

our lives, and gives the basic knowledge that we need to understand the work done in laboratories.

In giving us this interpretation, Professor Hogben is blazing a pioneer trail. Other men have told the adventurous stories of scientific discovery; Hogben does more. He makes the reader realize that a responsible citizen must know a great deal about these advances, because they are changing the world, and because they should be directed in a way to bring the most beneficial results. His challenging book has lasting interest; it should be in the hands of everyone who wants to be a more intelligent citizen.

WHEN the first colonists came to America, they had to scratch a good deal to raise their food. The meals that they ate were rich in meat from wild game, but compared with what we have now, they were poor in vegetables and grains. Science has changed our menus; botanists have brought plants from foreign countries to grow on our soil, and they have improved our native plants. These men explored widely to find fruits and vegetables that would grow in the United States. What they brought back was tended by their helpers on farms until the seeds could be distributed for everyone to plant.

Their work belongs to the sciences which every person should understand. David Fairchild is an excellent spokesman for the group; his autobiography, "The World Was My Garden" (New York: Scribner's, \$3.75), sharpens one's appetite for the menus which are commonplace today, but which were unknown before he and men like him worked for years to bring in new foods. His activity centered upon the division of Foreign Plant Exploration and Introduction in the Department of Agriculture. This account of his experiences highlights the knowledge that a scientific citizen should have about plants and their improvement.

IT will be futile for botanists to take such pains in bringing in new plants if our soil continues to wash away to the sea in the manner that Russell Lord describes. He focuses the reader's attention on wasted acres in "Behold Our Land" (Boston: Houghton Mifflin, \$3), a book that should be in the hands of every citizen. True, we have had countless pictures of the dust bowl, and of washed and gullied farms. Mr. Lord, however, collects the scattered story, and sums it up as a single, national problem. Every state is in the spoilage which he describes. Soil has been wasted in the potato-growing Aroostook County of Maine just as much as in the wheatlands of the Texas Panhandle.

This extravagance with natural resources must be checked, Mr. Lord asserts, or our nation will be incalculably weakened and impoverished. He says that the Civilian Conservation Corps and the Soil Conservation Service are "armies without banners." They are leading the fight to check the land from washing away. He makes an appeal especially to readers who are casting about for a vocation, stating that they might profitably consider the profession of "soil-healing . . . a real, vital, and absorbing work."—J. H. A.

THE NATION'S PROBLEMS

Herblock © Cartoon



5 INCREASED INDUSTRIAL PRODUCTION STARTS BOOM, REDUCES UNEMPLOYMENT AND ENDS RECESSION

Historical Backgrounds

By David S. Muzzey and Paul D. Miller

The Evolution of German Foreign Policy

ON the face of things, it may seem that Hitler's Germany, by its recent diplomatic victories, has injected an entirely new factor into the affairs of Central Europe, and that the rise of militant German Nazism directed primarily against Russian Communism brings to eastern Europe something dangerous that was not there before. History generally shows, however, that a nation's position and foreign policy remain much the same from year to year, and from century to century. Occasionally something like the Industrial Revolution comes along and produces far-reaching changes, but such an occurrence is rare. Governments, political parties, and various ideologies may rise and fall, neighboring states may wax and wane, but the basic problems facing each nation generally remain constant.

A Constant Policy

Specifically the history of Central Europe during the last 100 years reveals that the problems today are much the same as before, even though dressed in new clothes. The policy of the German peoples toward Central Europe has not greatly changed. The rising power of Germany on the west, and the less articulate but ominous and incalculable strength of Russia on the east, serve to keep the peoples caught in between these two nations in a constant fear of trouble. Clashes between Germans and Slavs throughout history have been fought upon the soil of halfway peoples in between and resulted in their destruction. The peoples of Central Europe have every bit as much to fear from a friendly conference of Russians and Germans, for when representatives of those powers have gathered around tables in the past, other small nations in between vanished shortly from the map, either politically, economically, in whole or in part.

The rise of Prussia within the last 100 years as the spearhead of militant German nationalism has shifted the emphasis of Central European problems, but has not changed their basic character. Up until 1815, another German state, Austria, had been dominant in Central Europe, but following the Napoleonic Wars and the Congress of Vienna in 1815, a period of decline ensued in which the power and prestige of the Hapsburgs lessened. But the decline of Austria was balanced by the increased vigor of the north German states which, under the leadership of Prussia, took a new lease on life in 1818 with the

introduction of a *Zollverein*, or customs union providing for free trade among the Prussian-dominated states. The scope of this union was constantly increased, and the power of Prussia was increased until 1865 found a Prussia strong enough to attack and defeat Austria, and five years later to defeat France. The power had shifted from Vienna to Berlin, but the dominant power was still German, and German desire for hegemony was still the dominant factor in Central Europe.

The result was the formation of groups within Germany of Pan-Germans, determined cliques that had decided upon German supremacy from the Rhine east to the Black Sea, perhaps even taking in Russian Ukraine. Some groups believed this could be accomplished peacefully, by economic penetration, and others favored military measures. In order to bring eastern Europe within the German economic orbit, the Pan-Germans recognized that two policies would have to be adopted. One was *Anschluss*, a union of Austria and Germany that would consolidate the power of all the German peoples at home. The second was the *Drang nach Osten*, or drive to the east, to which all other efforts were to be subordinated. A successful *Anschluss* followed by a successful *Drang nach Osten* would make Germany the most powerful state in Europe.

But there were barriers. The first and most formidable of these was that of Pan-Slavism, or an identical countermovement by extremists in Russia who wanted a Slavic Central Europe dominated by the Czar, and who were anxious to hem in Germany by bolting the Danube gateways against her. The clash between Pan-Slavism and Pan-Germanism seemed inevitable, and it came in 1914, at which time England and France, fearful of the growing German power, were quick to join.

Temporary Reverse

Germany's defeat and subsequent collapse in the World War brought to a temporary halt the activities of the Pan-German groups. Simultaneously the adoption of international communism in Russia temporarily stalled the efforts of Russian nationalists and Pan-Slavs. For a few short years it seemed that this problem in the center of the continent had been laid away forever. A number of independent states had been set up between Germany and Russia on the basis of self-determination, and supposedly capable of sustaining themselves.

But today the League looks upon the failure of its hopes in Central Europe. Worries began when, long before Hitler's rise to power, the German democratic government refused to sign an eastern Locarno pact agreeing to the borders of eastern Europe. Hitler, when he finally became Fuehrer, renounced them altogether. Pan-Germanism is once again in its ascendancy. *Anschluss* is an accomplished fact, and with the neutralization of the Czechoslovakian barrier, the gates are down to the long-projected *Drang nach Osten*. Russian Communism, on its part, has veered around to a new sort of Russian nationalism, with the result that Europe is back where it was 50 years ago, and there is little that the small nations in between can do but form a defensive alliance of neutral states, or bolt their doors and hope for the best.



COURTESY NEW YORK TIMES



THE CIVILIAN IN MODERN WAR

WIDE WORLD

Something to Think About

Test Your Emotions

On no subject is one likely to get a better test of his emotional reactions than on war. During the recent crisis, feeling in this country was at a high pitch as the world waited for late developments. Violent likes and dislikes were expressed. All the leading figures of the tense drama were the objects of both opprobrium and admiration. Never in recent years has the air been filled with such wild excitement and deep interest. Because one's judgment with respect to public policy and various courses of action is likely to be influenced—consciously or unconsciously—by emotional reaction, it is important that one attempt honestly to analyze his feelings on such critical issues as the one which has confronted the world during recent months. We are giving a number of attitudes which anyone might have had during the closing days of September. Which of them most nearly reflects your feeling at that time? Try to analyze yourself honestly and thoroughly, basing your answer upon what you actually felt, not upon what you openly confessed.

1. As much as I hate to admit it, I received pleasurable excitement at the thought of war. I secretly hoped that war would come because it would have made life more interesting than it normally is.
2. While I was intensely interested in the developments and excited over them, the prospect of another world war filled me with horror. My principal thought was of the death and destruction, the grief and suffering, it would have caused.
3. I tried to view the situation as calmly and as objectively as possible. My purpose was to weigh the possible consequences of a major war not only upon Europe but upon the United States.
4. I wanted England and France to go to war with Germany, not because I derived any pleasurable excitement from the thought of war, but because I think war will only be postponed and that the Allies will be in a less advantageous position in the future than they are now.
5. The whole episode has filled me with contempt for Chamberlain and Daladier because they "sold Czechoslovakia down the river" in the face of the blackmail tactics of Hitler.
6. I was so anxious for peace that I would have had France and England go to any lengths to preserve it.

Are You Sure of Your Facts?

1. True or False: As a result of the dismemberment of Czechoslovakia it will be easier for Germany to carry out her program of *Drang nach Osten*.
2. In what respect was the Munich accord not a complete victory for Adolf Hitler?
3. Why is the Munich conference unique in the history of international relations?

4. How has Soviet Russia been affected by the Munich conference and the settlement which was agreed upon there?
5. How do the three recently opened high schools in New York City break with traditional educational practices in this country?
6. How has the federal government been providing the work experience which young people require in order to fill jobs?
7. What action has been taken to forestall the scheduled railroad strike?
8. What position does Sumner Welles hold in the Roosevelt administration?
9. How did Czechoslovakia originally acquire the Teschen district, which she recently turned over to Poland?

Can You Defend Your Opinions?

1. Would you say that peace in Europe has been rendered more secure as a result of the agreement reached at Munich?
2. What effect do you think the Munich accord will have upon the future of Germany? Great Britain? France? Italy? Soviet Russia? Czechoslovakia? The United States?
3. What effect do you think the recent crisis in Europe has had upon public opinion in the United States?
4. If you were given the job of revising the curriculum of your school, what changes would you make?
5. Would you favor an educational program which devoted greater attention to vocational training? If so, what should be the nature of the courses offered?
6. Do you think that scientific inventions on the whole have worked toward peace or have made war more likely?
7. What is your main purpose in attending school?

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PRONUNCIATIONS: Maxim Litvinov (mak-seem' lit-vee'noff), Teschen (teh'shun), *Drang nach Osten* (drahng' nock' oe'stun), *Zollverein* (tsoll'vee-rine), *Anschluss* (ahn'-shloos), Oderberg (oe'der-bairg), Francisco Franco (fran-thee'skoe frahn'koe), Hankow (han'koe), Yangtze (yank'tsee), Juan Negrin (hwahn' nay-green').

Why Go to School?

What Benefits Do You Expect to Gain from Your Years in High School and College?

A STUDENT, whether in high school or college, can do better work if he has his purposes definitely in mind. Much slipshod work is done because students have no good idea of what they are doing. They simply go along from day to day doing that which is required of them and nothing more. They have little idea of the general direction of their activities and have no way to judge the effectiveness of their performance.

Each student would do well to jot down some of the results which he expects will come from his attendance in school. A good way to begin is to make a list of the purposes which have brought him to school. By way of suggestion we are describing a number of purposes or objectives which a student may have when he remains in school. The list is not a complete or exhaustive one. Each one may add purposes of his own.

The Thing to Do

Because it is the thing to do. Others in my position or in my neighborhood go to school and it is expected of me. That is why I am here.

A good many students go to high school and even to college with this motive. It is



THE WORLD LIES OUTSIDE THE WINDOWS OF THE SCHOOL

(From an illustration in "Your Children and Their Schools," courtesy Los Angeles City Schools.)

natural that they should do so. Until one has been in attendance some time he is really not in a position to know what he can get from his schooling. Hence he goes along with the herd. He attends school because others do. He assumes that in some way he will be helped by going. This is a common American notion. Nearly everyone believes that school exerts a magic influence on those who attend. Many people have almost unlimited faith in the transforming influence of high school or college. They feel, or many people do, that one needs but to enter school and go along from freshman to senior, and as a result he will be better equipped for all the responsibilities and necessities which life brings.

Though one is not to be blamed if he enters school with a notion of this kind, it will be unfortunate if he remains very long with such an opinion. It is true that about two-thirds of all the young people of suitable age in the country go to high school, and that more people go to college today than went to high school a generation ago. It is the "thing to do," but one cannot accomplish much merely with a negative attitude. School will not do much for him unless he knows what he wants it to do. In other words, unless he has definite purposes in mind. School offers one an opportunity to secure an education, but it does not give one an education unless he himself engages in well-directed effort during his years in school.

Because one has social advantages if he goes to school. He meets the "right people." Especially if he goes to college this will be of great benefit.

There is something to this, but not very much. It is a fact that one will get along better socially if he has a certain amount of schooling. It is a further fact, however, that if one attends school merely because of the associations which he finds there, he will fall into habits of idleness and will develop laziness, and this will unfit him for the kind of effort which is necessary if one is to get along well in the world, either socially or economically.

Training for a Job

It will help him to earn a living.

This is a legitimate purpose to keep in mind. A high school or college education should help one to make a living. But it will not do so necessarily. You may go to school and take all the courses which are offered and yet not acquire either information or habits which are particularly helpful in your vocational life. An increasing number of schools are, however, offering vocational guidance. They help young people to decide what kind of work they can enter most hopefully, and then they advise concerning the work which should be done in order to prepare for the occupations which are chosen. If the school does not offer courses in vocational guidance, the student is obliged, if he means business, to study the problem himself. He should find out the field he wishes to enter and the qualifications for success in it. In particular he should seek to acquire the habits of personality and character which make for success. He will find that these qualities are very important indeed in all occupations.

Cultural Advantage

Because one learns to enjoy life by going to school.

This is a purpose not to be ignored. Even though schooling did nothing to fit one for vocational success, it would be worth while to spend a number of years in school if his interests were broadened, if his horizons were extended, if he learned to read and to think and to find interest in a variety of activities. One who gets into the habit of reading widely has learned one of the great lessons of life, that is, how to escape from boredom. One who learns to appreciate music or other arts has acquired for himself an unending source of satisfaction. One may enjoy reading or music, whether he is rich or poor. The extent of his happiness will depend largely upon the degree to which he learns to exercise his mind in many different fields. One who understands the facts of science can see meanings in the experiences of his everyday life, meanings which would be hidden from him if he had no scientific appreciation or knowledge.

School, then, offers an opportunity to broaden one's culture, but it is not to be assumed that this result will be achieved automatically. Are the experiences which you have in school actually getting you into the habit of wider reading? As a result of the courses you are taking, do you read books which otherwise would be unknown to you? Are you really learning to enjoy music or other arts, or history, or science? These questions should be answered with honesty and candor.

Training for Citizenship

Because I will be a better citizen if I attend school and will be better able to serve my country.

Perhaps few young people enter school with a notion of that kind. And yet as they go along with their work, the idea of training for citizenship should grow upon them. It is a fact that one can look out for his own interests better if he learns to cooperate with his fellow citizens in building a better and more secure society.



(From an illustration in "All the Children," courtesy Board of Education, New York City.)

The hope of every American during the years to come depends largely upon the soundness and efficiency of our government. School offers one an opportunity to learn how to participate in self-government more skillfully, more effectively, and with greater intelligence.

Whatever the individual student may think about the obligation to learn habits of good citizenship in school, it is a fact that those who pay for his education expect him to use it to the end that government and society may be improved. Taxpayers do not hand out their money merely in order that individual students may have a good time, or that they may learn to make money. Taxpayers support the schools in order that social conditions may be improved and that the nation may be strengthened.

One can, of course, help society in many ways. He does it by learning how to solve

the problems before the nation and before his community. But that is only one way. One helps to make society better by doing his individual job better. One performs a social service by engaging skillfully in a useful occupation. Our communities and our nation would be better if each individual learned how to carry his own weight in the boat, to look after himself and those who depend upon him. But whether one is preparing to do his work in the industrial world, or whether he is preparing directly to participate in the civic life and make the community and the nation better, he should keep in mind always the obligation to serve society. Each student is kept in school through the sacrifices of the people of his community, and any student who is worth his salt expects to repay the obligation which he owes to society because of the privileges he enjoys.

Locate Yourself!

Types of Students and Analysis of Prospects

Type 5

THIS student is commonly called a "book worm." Grades are always high, frequently the highest in the class. The student has a good memory, can learn facts, but is not particularly imaginative, engages in few school activities, has little social life, is not particularly pleasing in personality, is inclined to be shy and to avoid all forms of society, sticks closely to books and lessons, is not well known or particularly popular in school, has few enemies and not very many close friends.

This individual will do well in work which calls for close application and a high degree of skill, but will not succeed in a job which requires one to make friends and to associate agreeably with large numbers of people. He definitely will not make good as a salesman. He can do nothing in politics, will be a failure as a journalist,

should not attempt to enter the legal profession.

There are, however, many fields in which such a person can excel. If his mind turns towards engineering; that is, if he is good in mathematics or chemistry or physics, he may do well as a civil, electrical, or chemical engineer, and these occupations pay very well. He will succeed in research work and may become a scientist. If this student is a girl, she may like library work and may succeed at it. Other kinds of research work may also make an appeal. Whether the student is a boy or a girl, there may be a future in bookkeeping. Accountancy also calls for skill and application which are possessed by this type of student.

The student who is inclined to keep his nose too closely in his books should by all means maintain his high degree of scholarship, but at the same time he should seek to develop his personality. He (or she) should take plenty of exercise, should enroll in gymnasium classes, should if possible get on an athletic team. These activities will force one into a certain amount of association with other students and this will be very helpful. Such an individual should take pains to see that his reading covers a wide field. He should read poetry and fiction because such reading will tend to develop the imagination. He should attend concerts and should study music appreciation. He should not look upon his peculiarities as being permanent but should seek to do away with them and to modify his personality. There is still time for him to correct his weaknesses. In certain respects he has a fine foundation for success. He should broaden this foundation by acquiring new interests and by seeking to develop friendliness.



The American Schools and Training for Future Jobs

(Concluded from page 1)

diments of a general education, the so-called academic subjects, are to be ignored. Approximately half of the time in these vocational schools will be devoted to English, history, civics, mathematics, chemistry, music, health education, and so on. Whenever possible, these subjects will be developed in such a way as to serve the special needs of the students in the careers they have chosen for themselves. Thus the gap which so frequently exists between theory and practice will be greatly narrowed.

Break from Tradition

The establishment of these vocational schools has been received with great enthusiasm in New York City. Hundreds of students have applied for admission, without success, and plans are under way to give evening courses to those who wish to take up the work. Nor has interest been confined to young people of high school age. So great has been the demand for adult education of this kind that courses for older persons will be started in February, if present plans materialize.

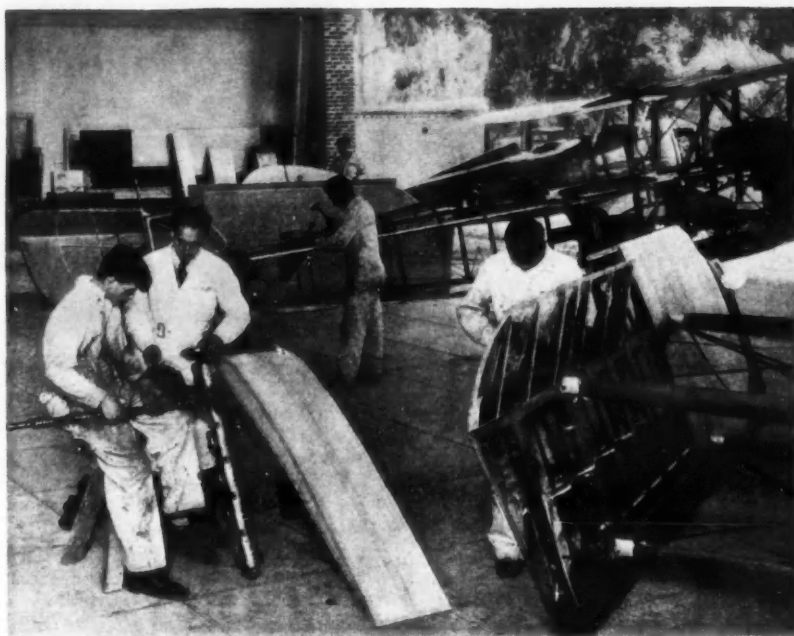
There can be no doubt that these experiments will be closely watched by people all over the country, for they mark a sharp break in traditional American procedure. Nevertheless they are indicative of a trend which has been developing in discussions of educational problems. It has long been realized by educators that if the secondary schools of the nation are to meet the needs of young people more adequately, they must greatly alter their courses of training.

It is an unfortunate fact that a large percentage of the high school graduates of the nation leave school tragically unprepared to take up the work which they hope to make their life's career. They spend four years in secondary school and yet emerge totally unprepared to hold down a job without undergoing a period of apprenticeship or training. For the most part, the curriculum of the average high school is based upon the traditional subjects and is designed primarily to prepare students for entrance into college rather than for positions in the business or professional world. And while it is true that such training is essential to the hundreds of thousands of high school graduates who do enter college, it has little practical usefulness for the larger proportion of them who seek jobs immediately upon the completion of their high school work. As the American Youth Commission reported after making a thorough investigation and analysis of young people in the state of Maryland: "The facts in this study indicate that our present secondary school is still a highly selective institution adapted to the needs of a small minority of our population."

The study of Maryland youth disclosed the further fact that a large proportion of those who drop out of high school before finishing the complete course do so because of a lack of interest. At least a quarter of those interviewed gave lack of interest as the sole reason for discontinuing. There seems to be a general feeling that somehow the high school is removed from the needs and realities of the outside world and should readjust its courses in such a way as to meet the requirements of the young people, who are more interested in finding jobs than any single thing.

A New Approach

These criticisms have been made not with the intention of belittling the accomplishments of the American educational system but rather for the purpose of pointing to improvements which might be made. The American system of education is one of the marvels of the world. Opportunities for learning are limitless and the general standards of literacy and educational training have been raised to a high level. As recently as 1900, for example, a high school education was regarded as the exceptional rather than the normal thing. Today the enrollment in secondary schools



MORE AND MORE SCHOOLS ARE SEEING THE NECESSITY FOR PROVIDING DEFINITE VOCATIONAL INSTRUCTION
(Illustration from "Your Children and Their Schools," courtesy Los Angeles City Schools.)

is nine times as great as it was at the beginning of the century, although only two-thirds of the total young people between the ages of 14 and 18 are enrolled.

Yet with all these accomplishments there is some justification for the feeling that there is a serious deficiency in the educational program of the nation. During the years of depression, young people, those between the ages of 16 and 24, were the hardest hit by unemployment. Among all the applicants for jobs at public employment offices between July 1936 and March 1937, nearly 40 per cent were youths between 16 and 24, whereas only a little more than a quarter of the jobs filled were by members of this age group. Young people everywhere have complained, with considerable justification, that they cannot find work because employers tell them they lack experience. On the other hand, there is some basis for the contention of employers, for only a relatively few

young people have been trained in school to fill the jobs they are seeking.

The Maryland investigation to which we referred showed that of more than 13,000 young people interviewed, only 22.7 per cent had received any expert advice whatever to help them in choosing and training themselves for specific careers. The average student receives very little actual vocational training while in school; nor does he know anything about the jobs which are likely to be open when he leaves, about the type of training which is required, or about other essential factors in the situation.

Vocational Guidance

During recent years, increased attention has been focused upon this aspect of the educational problem. The experiments in New York City are but one instance of the general attempt which is being made to make education more responsive to the

practical necessities of young people. Since 1917 the federal government has been spending considerable sums of money for classes in vocational guidance and education. One of the principal objectives of both the National Youth Administration and the Civilian Conservation Corps, set up by the federal government to protect youth from the ravages of the depression, has been to prepare those who came under their care to fill jobs in private employment. Bills providing for federal aid to education have been debated in Congress and are certain to occupy a position of prominence on the calendar of the next session. At the same time, educators the country over are studying means of re-vamping the high school curriculum so as to make it more directly useful in preparing young people for their life's work.

The two agencies of government which have attempted most directly to prepare young people for jobs are the CCC and the NYA. From September 1935 to July 1938, more than three-fourths of a million young people received aid through the Youth Administration. While in many cases this aid consisted primarily in providing the funds which enabled youths to remain in school, in others it was a direct attack upon the problem of vocational guidance and served as at least a partial apprenticeship. More than 100 projects have been established by the NYA which undertake to provide vocational training.

While the main objective of the CCC is relief and conservation of forests and other natural resources, its educational features should not be minimized. Work experience which proves valuable after the young men leave the CCC is provided and instruction in a number of subjects is given to those who desire it. Since the inception of the CCC program 62,000 boys who were illiterate have learned to read and write, 400,000 have received instruction at the grade school level, and 500,000 at the high school level. To a certain extent, both the NYA and the CCC have provided the experience which applicants for jobs lack.

Government Program

There can be no doubt that the plight of the depression generation of American youth would have been far more serious during the last few years had not the federal government stepped into the breach to help those who were unable to find jobs in private industry. It is estimated that all the agencies of government combined have given employment or assistance to a total of three and a half million young people. This does not include those who have received home relief.

The government's program has, of course, consisted of stopgap measures, designed to lighten the blow of depression upon young people. But it has also served to point to the deficiencies in the educational system of the nation. The problems which confront the schools are tremendous. Educators themselves are aware of them and are working untiringly to find a satisfactory solution. That those who are in charge of the American educational system are alive to the needs of the day is indicated by the growing number of experiments which are being undertaken and the general interest which is being evinced.

It is likely that the next few years will see a marked change in the approach to the subject. Recommendations have been made by the President's Advisory Committee on Education which, if carried out, would greatly affect the schools of the nation. If its proposals are followed, far greater attention will be given to vocational training than heretofore. It encourages the development of experiments and vocational programs in the various states, with the financial assistance of the federal government. It urges the government itself to provide work activities to young people on a wide scale "in order that young people may have opportunity for work experience and the constructive development of their abilities."

Smiles

The old-fashioned man was hard to convince.

"No," he declared, "I'll have no such contraption in my house. Pianers are bad things." "Oh, father," protested his daughter, "this is an upright piano." —GRIT

Warden: "Boys, I've had charge of this prison for 10 years and we ought to celebrate the occasion. What kind of party would you suggest?"

Prisoners (in unison): "Open house." —WALL STREET JOURNAL

Sign over Chamberlain's and Daladier's desks: "We're not indorsing anybody's Czechs." —Cal Tinney in New York Post

A 10-year-old boy rushed into the shop. "Father's being chased by a bull," he cried. "What can I do about it?" asked the shopkeeper.

"Put a new roll of film in my camera." —TID-BITS

Professor (finishing long algebra problem): "And so we find X equals zero." Sophomore: "All that work for nothing?" —CAPPER'S WEEKLY

"I wonder why most radio comedians were off the air during the summer?" "The kind of jokes they tell are too old to expose to high temperatures." —SELECTED

A news-magazine states that Americans do not pay their tradesmen's bills so promptly as in times past. They are not the early settlers their ancestors used to be. —PUNCH

"George wants me to take a trip around the world," said the young wife, "but I'd rather go somewhere else." —THE NEW YORKER

Chief Clerk (to typist): "Miss Ferguson, I would suggest that you do not write letters to your young men during office hours. Smith, Jones & Co. write to me that they have received notice of a shipment of love and kisses instead of the tar and axle grease they ordered." —LABOR

Wife: "Wake up, John, there's a burglar going through your pants pocket."

John (turning over): "Oh, you two just fight it out between yourselves." —CAPPER'S WEEKLY

Customer: "And can this coat be worn in wet weather without hurting it?" Fur Salesman: "Lady, did you ever see a skunk carrying an umbrella?" —CAPPER'S WEEKLY



"FIFTEEN DOLLARS—TWENTY-FIVE—FORTY—AND THIS NEXT ONE IS ON SALE FOR TEN DOLLARS!"
SCHUB IN AMERICAN MAGAZINE